in CPXs consists of two subparts:

Elements of Evaluation. These elements are broad questions whose answers contribute to the evaluation of the objective. In developing his elements, a staff principal identifies the systems or procedures to be implemented during the exercises; identifies the steps contained within the system or procedure; and formulates these steps into evaluation questions. When reviewed collectively, the answers to these questions will enable a staff principal to determine whether a particular objective has been achieved.

Data Collection Form. This form is used to record the data collected during the CPX. It should be a one-page form tailored to the exercise, identifying, at least, the point of contact, the exercise objective, and the element to be evaluated. Any special instructions to the evaluator should also be included. A data collection form should be prepared by the staff principals for each objective.

MSEL

Pre-exercise planning focuses on actions leading up to and including the start of the exercise. A master scenario event list (MSEL) is created by the staff principals to generate exercise activity in support of their objectives.

The following are guidelines for developing this list:

• Each event should be concise and brief.

• Each event should generate activity in a particular staff section in support of an objective.

• Some events may generate activity in another staff section, causing interactions among several sections.

• Events may be generated for simulated players or non-unit players and introduced by the controllers.

To achieve a common understanding of the exercise and any specific procedures that will be used during the active phase, some pre-exercise training is needed. This training should be coordinated by the S-3 and supported by the other staff sections. The following subject areas are usually addressed:

For the players:

• Scenario background and an exercise overview.

• An overview of the exercise objectives and the evaluation procedures.

• Communications support.

• Procedures to be used during the exercise.

For the evaluators:

• An overview of the exercise scenario and the flow of events.

• Evaluation procedures to be used.

• Working relationships with the players and controllers.

For the controllers:

• An overview of the exercise scenario and the flow of events.

• General controller functions and responsibilities.

• Specific controller responsibilities within the control group.

• Working relationships with the players and evaluators.

Given the resource limitations and the existing workload, a CPX is the most efficient and effective training vehicle for a battalion staff. The procedures outlined here provide an overview of the CPX planning process and can help staff principals to develop procedural CPXs that support their battalion's tactical ARTEP missions.

Additional information, including a "how to" planning guide, is available in an exercise planning manual developed by the Military District of Washington. Anyone who is interested may request a copy from Commander, USA MDW, ATTN: ANOPS-OP-P (Captain Garrett), Fort McNair, Washington, DC 20319-5050.

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CSS Training

MAJOR GLENN W. DAVIS

The supplies required to keep men and machines going in combat neither grow on trees nor appear magically. Out of the struggle to sustain victory or deny defeat comes the regular order of business of combat service support (CSS) elements—to be there with what the commanders need when they need it.

Although combat service support elements regularly deploy and train with their organic task forces, they are rarely trained in the techniques of combat actions and reactions during the execution of their duties. It is crucial that CSS soldiers be able to think and act independently in combat, because if their efforts to sustain the combat

forces cannot be guaranteed at the outset, then the success of any operation a unit undertakes is already in question.

Specialty platoon leaders and maintenance supervisors may find it difficult to train their men to that level of proficiency. Although their men usually know what to do, all too often unforeseen requirements seem to take them away from training for hours at a time. How can they train their soldiers to react, survive, and possibly operate alone at times?

The key to making sure CSS elements will be able to complete their mission under combat conditions is to train individual crews to become proficient in independent reaction skills before the task force moves to the field. This can be done by developing a situational training exercise (STX) that is tailored to the hazards a particular support element may encounter. Many such situations or exercises can be developed, but all of them should be conducted in the context of a CSS crew's battlefield mission. (A list of events that were conducted during our battalion's last two CSS STXs is shown in Table 1.)
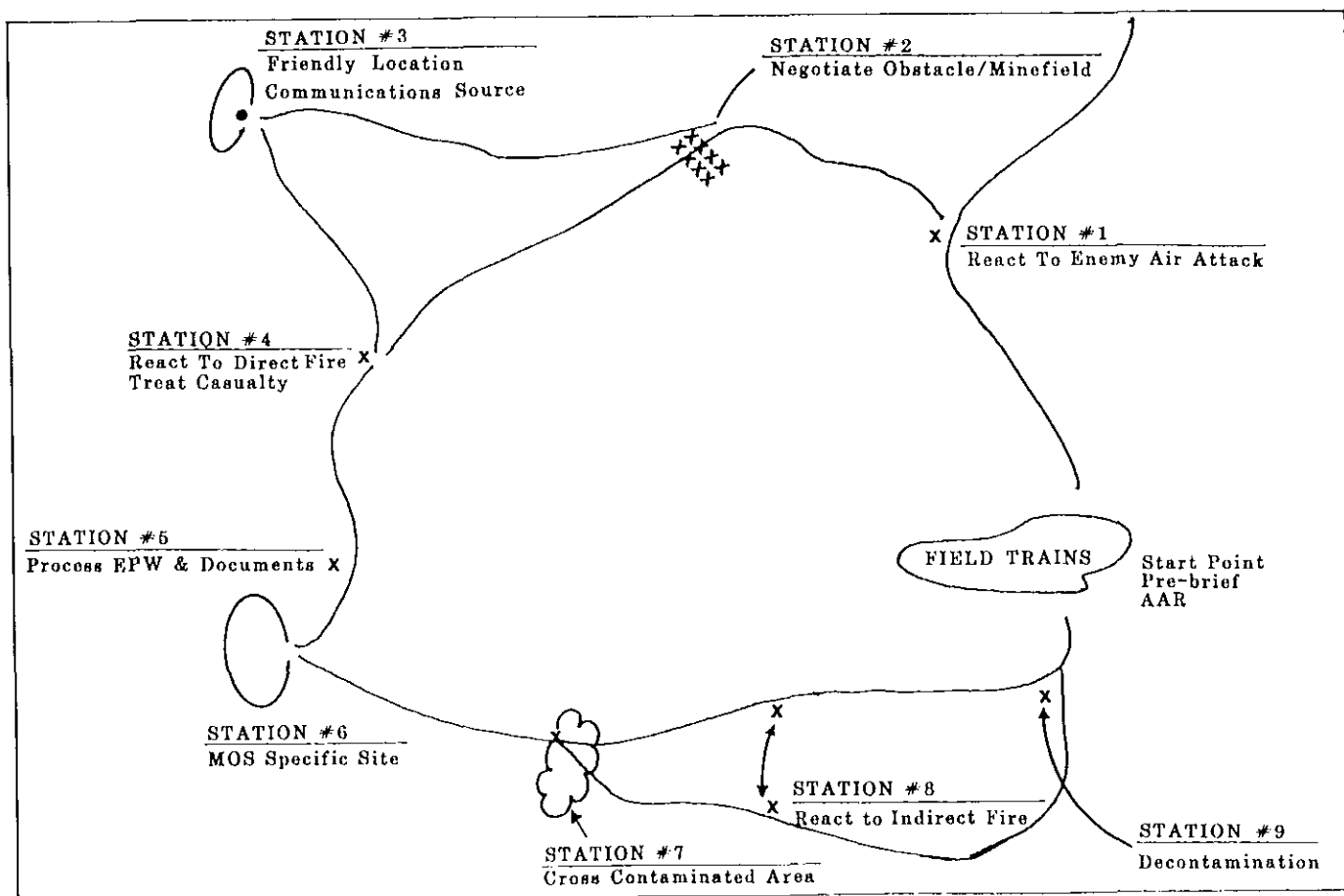

GENERAL TASKS

Defend against air attack.
React to indirect fire.
React to direct fire.
Process enemy prisoners and captured documents.
Evaluate a casualty.
Apply dressing to wounded soldier.
Locate friendly units.
Exchange MOPP gear.
Cross a contaminated area (persistent chemical).
Identify and bypass minefields and obstacles.

SPECIFIC TASKS

MOS specific tasks under timed/adverse conditions.

Table 1

A CSS situational training exercise is usually conducted at battalion level and has three purposes—to provide CSS crews with challenging, standardized training; to evaluate them on their reactions to selected daytime and nighttime situations; and to give specialty platoon leaders and supervisors an opportunity to observe their crews' abilities.

A course road can be developed that replicates the distance a crew may have to travel to accomplish its mission—for example, in the battlefield recovery of a forward element under fire a crew may travel 25 kilometers round trip (see sketch for a sample course). Crews are given mission-type orders and supporting graphics that require them to move along a pre-determined course. Several stations, or situations such as those listed in Table 1, are placed ahead of the crew's movement to provide an appropriate stimulus for reaction. Each crew is then evaluated on its response and the effect of that response on the completion of the overall task. Crew evaluators (CEs)—usually line company executive officers or officers from the battalion's S-3 section—follow a crew throughout the course, taping radio transmissions (if appropriate) and providing comments for debriefing

STATION #3
Friendly Location
Communications Source

STATION #2
Negotiate Obstacle/Minefield

STATION #1
React To Enemy Air Attack

STATION #4
React To Direct Fire
Treat Casualty

STATION #5
Process EPW & Documents

FIELD TRAINS   Start Point
Pre-brief
AAR

STATION #6
MOS Specific Site

STATION #8
React to Indirect Fire

STATION #9
Decontamination

STATION #7
Cross Contaminated Area

Sample course road for CSS STX.

the crews in the after-action review.

Other scenarios with different tasks can be used, of course, so long as they expose crews to realistic situations, assess their reactions and subsequent actions, and critique their performance. The standards for these evaluations are taken directly from ARTEP 71-2, FC 17-16-2 (Company Maintenance Team ARTEP Mission Training Plan), and FC 71-7 (LOG STX). The standards listed in FC 17-16-2 were adapted by our battalion to fit other evaluated CSS elements (Table 2).

Situation test courses should be established to look like the situation being replicated, and crews should negotiate a course under an initial predetermined scenario (mission briefing) such as the following:

Move forward to (grid location) vicinity BP 1 to (task) evacuate a casualty. HIND helicopters have been sighted operating in the task force's sector. Forward elements have reported small enemy patrols penetrating the FLOT. The enemy has employed chem-

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COURSE PARTICIPANTS

Communications section.
Company supply.
Transportation section (support platoon).
Fuel section (support platoon).
Company maintenance sections.
Battalion recovery section.
Medical platoon.
Mess teams.

Table 2.

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ical weapons and is expected to continue to do so. Standing operating procedures are in effect. Here are your graphics and your call-sign information. You must reach your destination before EENT.

With that, the crews (or a combination of support vehicles) move out along the designated main or alternate supply route.

A course can be supported with low-cost training aids such as a HIND silhouette mounted on a SAAB device with hostile fire devices attached; actual and simulated enemy troops (targets);

decontamination markers; obstacle and barrier materials; and pyrotechnics and blanks for simulating signals, artillery, and direct fire weapons.

The end result of this process is an assessment of a CSS crew's training proficiency in battlefield survival and mission accomplishment. Through the assessment, a crew and its platoon leader or supervisor can schedule future training activities that are designed to strengthen marginal areas of performance and correct weaknesses *before* task force field operations begin and CSS elements are dispersed.

If they are properly trained, CSS crews can meet the constant challenge of providing daily support regardless of adversity. Although they alone cannot win battles, they can certainly help prevent defeat.

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Personal Reconnaissance

CAPTAIN JOSEPH L. VOTEL

AirLand Battle doctrine places great emphasis on reconnaissance operations, which are often conducted to support other operations such as a defense or an attack. Scout platoons are organized to conduct these operational missions, but there is another form of reconnaissance that is equally important—the personal reconnaissance conducted by leaders as part of their troop leading procedures.

In a personal reconnaissance, a

leader gathers information from a variety of sources, including his own visual observation, and uses this information to change or complete a tentative plan made earlier. Through a personal reconnaissance, a leader gains information about the enemy and also a clear picture of the terrain over which he will fight. This type of reconnaissance is particularly applicable to small unit leaders at squad through battalion level.

Personal reconnaissance may be the most important combat multiplier a commander or leader has at his

immediate disposal. Given the tempo and the challenges of the AirLand Battlefield, therefore, it is vital that leaders develop a technique or process that will help them conduct an effective personal reconnaissance. The methodology presented here can serve as a starting point for such a process at the small unit level.*

In preparing for a personal reconnaissance, a leader should review several key considerations, because the facts and deductions that will result from an analysis of them will probably determine the extent of his reconnais-